

UCLA Course Requirements

Coach Session I

Information for Participants Coach Institutes 2007-2008

Course Requirements - Coach Session I

4 Qtr. Units Course No. X324.323F

Pass, No Pass English Language Essentials for Teaching Reading

Instructor: Alice R. Furry, Ph.D.

Course 1:

Content: Provides an overview of how written and spoken English are organized; and presents the essential elements of phonetics, phonology, morphology, and English orthography required in learning to read.

Course Requirements: It is expected that the student will complete all of the following requirements to receive 4 quarter units and a grade of PASS:

1. Attend the morning and afternoon sessions of the five-day Institute, approximately 6 hours a day for 30 hours of training
2. Complete the four daily independent study work assignments for 10 hours of study and written work
3. Participate fully in the Institute activities each day
4. Write answers to the following questions based on the book, Speech to Print (2000) Baltimore: Paul H. Brookes Publishing Co. Chapters 1-5 (pp. 1-110). [Book provided]

Chapter 1: Why Study Language

- A. List the levels of language and the parts of the language that support each level.
- B. Explain why it is important to teach students the systems of the language as well as the strategies to comprehend it.
- C. Why does the author say teachers need a "deeper, explicit knowledge of the structure of language" to teach reading and writing?
- D. Briefly describe how good readers use phonological processing when making sense of text.

Chapter 2: Phonetics

- A. Why is counting speech sounds important in early reading instruction?
- B. How are speech sounds produced?
- C. Which are the most problematic and why?

D. Give one example of each of the following speech sounds:

- | | |
|-----------------|----------------------|
| (1) Stop | voiceless and voiced |
| (2) Nasal | |
| (3) Fricative | voiceless and voiced |
| (4) Affricative | voiceless and voiced |
| (5) Glide | voiceless and voiced |
| (6) Liquid | |

Chapter 3: Phonology

A. Define the difference between the terms phonology, phoneme, and phonetics.

B. Examine the following common spelling errors (invented spelling in capital letters before the target word). For each set, determine what phonological processing weakness might they represent?

- | | |
|--------------------|------------------|
| (1) CHRUK/truck | EGUKAT/educate |
| (2) PIG/pick | HOSBIDL/hospital |
| (3) QUIDER/quieter | BUTING/budding |
| (4) HLOD/hold | HRED/herd |

C. Describe the instructional “next steps” and corrective feedback a teacher can

Provide based on the identified phonological processing weakness.

Chapter 4: Morphology

A. On p. 77, Dr. Moats refers to Carol Chomsky’s observation that “English Orthography is a morphophonemic rather than phonemic transcription of speech.” Define and explain what is meant by morphophonemic.

B. How and why should word structure at the morpheme level be “taught to school children” (p. 77), especially to children at risk for becoming poor readers and spellers? Support your reasons with specific examples cited in this chapter.

Chapter 5: The Structure of English Orthography

A. The factors that contribute to predictability in spelling include sound-symbol correspondences, syllable patterns, orthographic rules, word mean word derivations, and word origin. For each of these factors, cite a specific example from the chapter that could be directly taught.

B. Choose two of your examples and explain how the information impacts students’ reading and spelling achievement.